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[We conclude, in the present number of the Teacher, the interesting extract from the Report of the Superintendent of the Connecticut Schools, which was commenced in the Teacher for November.]

OUTLINE OF SUBJECTS AND EXERCISES.

1st (contin.) LANGUAGE—"Analysis and (synthesis) Composition."

THE inquiring teacher will find so much practical matter upon these two points in "Greene's Analysis" and "Parker's Exercises in English Composition," two very cheap and accessible school books, that little more in detail needs to be said here.

One exceedingly comprehensive and valuable exercise should be mentioned.

Each evening, let from two to six words be announced to *all* the school that can write. Let these words be important and useful ones; they should be, if possible, *radicals*, and not mere derivative words. Every scholar that can, should prepare a written exercise *at home*, embracing the following points. (1.) Spelling; (2.) Notation of the orthoëpy; (3.) Definition; (4.) Part of speech; (5.) Illustration by an original sentence; —of the meaning and use of each one of the six words; (6.) Syntax of each sentence.\*

The teacher should from time to time limit and vary the subjects upon which the scholar shall compose his *true* sentence; one day Geography, next History, next Grammar, &c.

\* Example of this exercise. Manuscript (n. and adj.) Definition. A piece of writing; any thing written by hand; adj. Written by hand.

Illustration (as a noun.) In the Patent Office at Washington, may still be seen the original manuscript of the famous Declaration of Independence.

In preparing this exercise, and in the various recitations based upon it, more profitable study may be secured than by any other one study that can be devised.

For advanced classes may be added to the above requirements,—(7.) Analysis of each sentence ; (8.) Derivative words based upon the words given ; (9.) Synonymes and Paraphrase ; (10.) Metre and Prosody, &c., &c.

We take leave of this subject, LANGUAGE, only requesting of every teacher to think out some course of instruction which shall consist with our fundamental principles, and still make this department as relatively important in school, as it must evidently become in life. Men are oftener *thought-tied* than *tongue-tied* ; slower of mind than of speech ; blind in their reasonings often, when the fault is unjustly laid upon their style.

In brief, then, it is here claimed ; *That spelling, reading, grammar, composition*,—LANGUAGE,—as studies, should address and develop the mind, rather than the *mere* eye, tongue, and hand. That their usefulness should be demonstrated in every part of school exercises and intercourse, rather than in set classes and formal memory or practising lessons.

## 2d.—ARITHMETIC AND MATHEMATICAL INSTRUCTION.

We now touch the main study that is taught in our schools. The reasons why it is made so prominent a branch of instruction in all our schools, is not easy to give. Arithmetic, as a matter of fact, is a far less useful study *for educational purposes*, than language.

We have already seen, with regard to the study of language, our fundamental principles working some change in the usual methods of teaching spelling, &c. In like manner, it is believed, our mathematical instructions need some little change.

Numbers are exact ; mathematical rules are without exceptions, and the reasonings absolutely demonstrative. Hence :

1. The value of arithmetic as a study, is found in the illustration which it gives of absolute exactness and truth of reasoning and result. Mathematics alone afford this training.

Words in general have six or seven different significations ; sentences, nine times in ten, even the compositions of our best authors, are, critically speaking, ambiguous. Mathematical terms and propositions *may be* perfectly definite, incapable of the least shade of ambiguity. Hence :

2. The value of arithmetic as a study, is found in the training it gives in concise and yet accurate speech and composition.

It is often difficult, in the ordinary studies of school, to draw the line between arbitrary facts and dependent truths or con-

elusions. But throughout their whole range, mathematical studies yield readily to this analysis; there are but two sets of arbitrary facts, viz., Nomenclature and Notation. All else is inferrible. Hence:

3. The value of arithmetic as a school-study, is found in the ease with which a teacher can learn to teach it well. Possibly this consideration is the cause of its having universally assumed so prominent a rank in school.

4. Its practical value as an essential requisite for success in life, needs no mention. It is proper, however, to say, that, of the various principles taught in our arithmetics, comparatively few scholars use more than the elementary rules in after life; so that its practical value is, after all, less, *far less*, than many suppose. Merchants, Bankers, Mechanics, and Farmers—all—usually look to books and tables and mechanical arithmetics, for the solution of the few *extraordinary* problems they meet, which will not yield to the multiplication and addition tables. Hence, as compared with language, or even with Geography and History, Arithmetic, as a practical attainment, is of slight value, if we may judge by the habits of men whom we meet.

The following propositions, introductory to the brief practical suggestions given to the Institute, are here brought together, for the sake of convenience.

1. To be able to get the answer to every example in an arithmetic, implies no arithmetical knowledge of any value. In life we work to find an unknown result. In school we too often work to find a *known* result. Often does it happen that the learned Sophomore, fresh from his mensuration and surveying, stands helplessly wondering what the area of his father's hilly farm may be, or wisely guessing at the altitude of his village spire. So, too, the ciphering school boy never dreams that life will furnish him *questions* enough, but never a convenient "key" to tell him when he answers rightly.

2. The converse of the first remark is also true, viz., failure to obtain the right result to a question in school, by no means implies arithmetical ignorance. This is obvious.

3. Simply to pass through an arithmetic, absorbing its teachings, is almost profitless. Such a course throws away the valuable training which has been spoken of, viz., discriminating between those parts which must be from their arbitrary nature simply received—absorbed by the mind,—and those more living parts and truths which ought to spring up and grow in the mind of the learner; neither is any use made of the invaluable training to exactness of reasoning which arithmetic affords.

4. To go through the arithmetic using "baby-talk" or childish redundancy and inelegance of expression, either in teaching or in recitation, (and this is all too common in our best schools,)

throws away another element of value already mentioned, viz., training to concise and elegant speech. "How many times will 4 go into 8?" "9 wont go exactly into 83, for there's two over!" "To prove whether I've got the right answer to this *sum*, I add this and this together, and then if it's like that it's right!"—(Quotations from schools visited in Litchfield Co.) How much better for a class and teacher understandingly to say—Divide 8 by 4 and what will be the quotient? 9 will not measure 83; or 83 is not a multiple of 9. To see whether my *work* (not answer) is correct, I add the remainder to the subtrahend, and if the sum equals the minuend the work is correct. It would be easy to illustrate further and more strikingly this point. Space will not allow. Let it be borne in mind by the teacher that every substantive idea that can arise in arithmetic, has its own appropriate name—*exclusively its own*. Circumlocution need rarely be resorted to.

5. Merely to assign lessons, and look at "answers," to see that they agree with the "Key," may be easy teaching, but it is not good teaching. Two, or, at most, *four* ordinary examples from our arithmetics, are *more* than a class can *properly* study. They can *get the answers* to twenty with very great ease; but they cannot get the training which arithmetic lessons should give. A mathematical *reasoner* is as far superior to a mere accountant, as the human voice is superior to a sweet organ-pipe.

These introductory principles are of value as guides in teaching. A few illustrations of their application in elementary instruction are subjoined.

We have said that Nomenclature and Notation are the only arbitrary facts within the scope of mathematical instruction. In the following dialogue, the teacher's questions are designed to excite the learner's mind to thought; wherever an arbitrary fact or name is given by the teacher, it is *Italicized*.

[*Mem.* The class is supposed to know how to *count* orally from 1 to 100, and to be able to make the figures 0 to 9 understandingly. The lesson is upon *Notation*.]

T. "Count from 1 to 10; who can?" Sch. "1, 2, 3," &c.  
T. "From 10 to 20; who?" 2d Sch. "11, 12, 13, (*thirteen*, *fourteen*," &c.) T. (to 1st Sch.) "What was the last word you said?" Sch. "*Ten*." T. (to 2d Sch.) "What did you say after 12?" Sch. "*Thir-teen*." T. "You (1st Sch.) said *Ten*, and you (2d Sch.) said *Thir-teen*. Which is larger?" Sch. "*Thirteen*." T. "How much larger?" Sch. "*Three*." T. "What does *Thir* sound like?" Sch. "*Three*." T. "What does *teen* sound like?" Sch. "*Ten*." T. "What does *Thir-teen* mean?" Sch. "*Three and Ten*." T. "14?" Sch. "*Four and ten*," &c. T. "*Teen*" *always means "and ten,"* and



"Ty" (after similar questions upon 30, 40, 50, &c.) "*means times ten,*" &c., until 100 can be *written*.

T. "After you had counted 9 *ties* or *tens* and nine units more, what did you say?" Sch. "Hundred." T. "How many hundred?" Sch. "One hundred." T. "Yes. Write *One* for me on the board. Write one Ten for me. Write one Hundred for me. How many units—(Note—this abstract term *unit* is nonsense to a child. It should, in instruction, always be associated with some convenient thing for constant use—as a shot, a grain of wheat or barley, or small bean—small enough and cheap enough to allow the teacher to make successive bags of ten, hundred, and thousand for the sake of clear illustration.) How many shot did you count before you said Ten?" T. "How many shot make one Ten-bundle?" "How many Ten bags did you count before you said *one* Hundred-bundle?" "Now if I put one shot in this Hundred-bundle (doing it as the remark is made, thus addressing the *eye* as well as the ear) how many shot?" Sch. "One hundred-bundle and one shot," &c., &c. T. "What shall we call this, now that I have put together one hundred-bundle, nine ten-bundles and nine shot?" Sch. "199." T. "But now I add another shot, and do up the whole in *two* bundles. Two what?" Sch. "200."

T. "Now here's a bigger bundle yet—(showing a bag with 1000 shot in it)—it is full of hundred-bundles. How many units (shot) in this little bundle?" Sch. "*Ten*." T. "How many little bundles in this *hundred*-bundle or bag?" Sch. "*Ten*." T. "How many hundred-bags do you *guess* there are in this new bag, which you never saw before?" Sch. "*Ten*." T. "Now listen. *We call this bag the thousand bag,*" &c., &c.

Not to go further in this diffuse style,—it must appear evident to every teacher,—(1.) That a class would be fascinated by such teachings; and (2.) that they would understand—the *bundle or bag system*, at least; and (3.) that if these ideas can be transferred to the blackboard and slate, Arabic notation is taught.

Draw the outline of these bags upon the board, put a number upon each sketch, gradually lose the bag shape, and let the figures stand, and in the mind of childhood the well-taught lesson will be found to remain.

The converse of this operation—Numeration—may come up thus: (there are fifty roads by which a teacher may reach the same truth.) T. "In Mr. —'s barn, I saw him trying to measure how much shelled corn, and oats, and potatoes, and apples there were on his floor; and he worked away and found that, all mixed together, there were 100 bushels: of what? of corn? of oats?" T. "Well, he knew how much the oats were worth a bushel, and the corn, and the potatoes; but how

shall he find out the value of them all?" Sch. "He must get the oats together and the corn together, &c., &c." T. "I guess he'd get tired of the job, picking out the corn from the oats; next time he'll be careful not to let them get mixed. But here I have some *millions*, and some *thousands*, and some shot, all mixed together; what shall I do first?" &c., &c.

Advancing to addition we find the same style of illustration practicable, using the "bag system," and requiring the child to do by eye and hand, the very same thing which we wish him soon to do with the mind *only*. The "*carrying one*" is no arbitrary fact to be memorized, for whenever the child has found 15 shot on the table, he has always made by *common sense* one ten-bag and had five shot remaining.

It is not proposed to write a treatise at this time upon arithmetic. If a teacher adopts the suggestions already made, and illustrated *elementarily*, he will find as he advances in teaching, that from "Notation" to "Miscellaneous Examples," in any arithmetic, there is no necessity for the child to study or memorize a single rule for an *operation*. If the teacher is ready to *give* the notation and the nomenclature clearly, every other part of the entire science of numbers will be found ready to spring up, whenever the attention of the learner is drawn to the subject in its proper place and with its proper connections.\*

(2)  
Solve There are two departments for labor and attainment, in the pursuit of arithmetic. One we have discussed already as most highly important, the department of *mental training*. But besides this, should be noted and cultivated *manual readiness* and neatness of work. To know *how to satisfy* a problem is, of course, first and most important; to do so rapidly and neatly is an important accomplishment, and should be carefully sought after by every thorough teacher.

Recitations in arithmetic should be—1. *Fluent* explanations of the operations required by the various examples, using words mathematically, i. e., concisely and exactly. 2. Examination of the style of ciphering, &c. 3. Solution of examples, more or less of them upon the blackboard. N. B.—Every recitation should have its written exercise, to evidence that every scholar has done some *thinking* since the last recitation. (See remarks upon Language.)

Teaching should be conducted by questions, and never by the rehearsal of rules or set forms of expression, except in giving arbitrary laws of notation, etc. The idea should be thoroughly developed in the mind of the learner, before any set lan-

\* Manifestly many of our Arithmetics are faulty in their arrangement; as they do not allow this strictly progressive and productive character to be observed by a teacher. The arithmetic usually known as "Thompson's Practical Arithmetic," is in general use, and is as little liable to criticism upon this score as any with which the writer is acquainted.

guage be allowed. Teach the thought first; *then* give the words, or require the rules of the book to be memorized. To memorize a rule first, and then work by it, makes arithmetic a mere empirical puzzle book and key. To think out an operation, and then describe that operation in language, makes arithmetic a noble begetter of close thought and accurate speech.

Large classes of *unequal* individual attainment, are no material disadvantage, if instruction be imparted as suggested above. Large classes, short lessons, much thought, few words, neat penmanship, and slow growth, will help to make good arithmeticians.

A thousand detailed hints are omitted here. The principles already discussed imply them all, and, if adopted, will assuredly bring the teachable teacher to a better comprehension of the whole matter, than any words or hints of another. One only in addition to what have been already given.

The skilful teacher will *compose* more examples for the exercise of the classes in arithmetic, than he will take from the book. Commercial problems from a newspaper of late date; domestic problems suggested by a thousand incidents observed in "boarding round;" social problems taken from the tax books and census returns. Questions such as these are the questions which the learner must deal with in *life*; why not then in *school*?

### 3d.—GEOGRAPHY AND HISTORY.

In discussing the subjects Language and Arithmetic, enough has been said, to make evident the style of teaching and illustration, which are deemed desirable. Therefore, in the discussion of the present and succeeding subjects, a brief statement of points worthy of attention must suffice.

1. The indiscriminate use of Geography in schools,—the habit of rushing through the book or atlas—learning a lesson one day *merely for recitation*, and forgetting it the next, neither teacher nor scholar clearly perceiving the value of the study; is certainly very objectionable.

2. Studying lessons about Kamtschatka and the Feejee Islands before the contents of one's native county are known, seems rather absurd.

3. Talking about seas, lakes, oceans, &c., when the learner deems every puddle a lake, and every brooklet a river, and every inland lake he ever saw an ocean, may indeed be *talking* geography, but it surely is not learning any thing either useful or true.

4. Describing the political divisions of Europe before the political divisions of Connecticut are known; learning the boundaries of New York, ere the scholar has *practical* sense enough

to describe the boundaries of the school-house, or the town in which he lives;—these and similar upsettings of natural order, may, indeed, make a showy class—may win applause from an undiscerning committee; but they surely do not give *useful* knowledge or discipline of mind to the learner.

Similar criticism may be justly passed upon many loose methods of teaching and reciting History. It is believed firmly, that every study that belongs properly to our public schools, may be shown to a class, as obviously so useful and desirable, that no further motive or stimulation to industry will be needed.

5. Singing classes, that in *unison* can sing all the names of the atlas in their proper order and place, give very showy results, and develop remarkable readiness in verbal memorizing. It is certain that little geography is learned.

Leaving this always easy task of fault-finding, some affirmative suggestions may prove of value.

1. In early youth, it is always so unwise to talk about things whose realization in the learner's mind is of necessity imperfect, that the first labor in every study should be, to ensure a perfect conception of the things, the names about to be used. Hence geographies always begin with definitions of terms. Let it be noted here, however, that to early childhood, definitions are as blind and dark oftentimes, as the thing defined. *This holds true of all definitions in every study offered to childhood.*

Very rarely can a definition of a term be successfully addressed to the *ear* of the young learner. Ear-knowledge must be explained to the eye. Eye-knowledge must have its definitions addressed to the ear; and, in general, it is a law of early childhood, that: *Successful definition or explanation must enter the mind by a different avenue from the one by which the thing explained seeks admission.* As a scholar advances and gains power of conception and of language, of course this law becomes less and less widely applicable, but it is never entirely forsaken.

All geographical terms, all expressions of size and distance, require express development by the teacher. The concise words of the book are always more easily learned; but it is claimed here, that in such a course, nothing is learned but the words. The hill, the valley, the puddle, the brook, the bounded field, &c., are *little* geographical facts which address the eye. These are available, therefore, as definitions. Maps of the school-room, of the yard, of the farm, of the village, should precede maps of the world, &c.

2. Relative size and distances. Here is a most difficult subject to teach well. But it can be accomplished. Beginning with things known and measurable, and mapping them, (i. e., beginning with the inkstand, next the desk, next the room, house,



lot, field, town, county, state, &c.) it is easy to call the attention intelligently then to the fact that maps of the same size, are often the representatives of very various magnitudes. Finally, one large map of the world, (Bidwell's Hemispheres,) large enough to exhibit Connecticut, may then, with some hope of success, be used to give some idea of the vast globe.

3. The geometry of our maps—the meridians and parallels)—may, in the same progressive manner, be brought within the comprehension of a class.

4. Tropical knowledge of boundaries, population, products, &c. should begin at a centre—the school-house,—and radiate, or rather, circulate round it, in larger and larger arcs, as long as the study continues. It is not urged in these hints, to throw aside the geographies in use, as being useless. It is only required that the *order of arrangement* followed by them be thrown aside, and the books retained and used as we use a dictionary; not to be read straight through, but to consult when we wish to obtain some precise information. This is the use which a teacher should make of all text books in school.

5. Fifty copies of any commercial paper, all of one date, will be found suggestive of more interesting and useful geographical, arithmetical, and miscellaneous yet useful questions, than any one term of study in a school will suffice to answer. The lad who can answer all the geographical questions that rise in any *one* copy of the N. Y. Tribune or Journal of Commerce, is more truly proficient in the study, than one who can repeat a gazetteer word for word; the former has practical, useful knowledge, the latter has only "*book-learning*."

As well here as any where, it may be remarked, that a newspaper is about as cheap and useful a school-book as can be introduced into our schools.

6. In connection with History, Geography becomes very interesting and useful. A map of every battle-ground, drawn on the slate or blackboard, goes far to break up the monotony of a memorized recitation in History. A checker-board map of Philadelphia does more to teach its peculiar squareness of corner, than any amount of recitation.

7. To cultivate the memory *alone* in the study of history and geography, is unwise. Yet it should not be neglected. Let a class be divided into two equal parts. Then let these two divisions *alternate*, one of them memorizing words closely, and the other reciting in their own language. Thus one-half of the class will *explain* for the benefit of the other, while, if the alternation be observed, no injustice will be done to either half.

8. Map-drawing *from memory*, is invaluable. Let it be done on the blackboard—the floor—the marble ground, and even (if need there be) upon the fence.

Finally, when the teacher is assured that geographical ideas are really in the mind, then, and not till then, is it profitable to memorize and recite definitions, which now stand as mere exercises in language, just as was observed of rules and principles in arithmetic.

Similar principles should guide the teacher in conducting recitations in History. Every town in Connecticut has its local history; and this local history, which every child may learn from its parents, (at least some single fact may be so learned by every child, so that the aggregate will form at school a local history,) will be found to have very immediate connection with the history contained in the book; and just as soon as this connection becomes obvious to a class, so soon does the study cease to be mere memory of dry words. How and when the meeting-house and school-house were built; how the nature and time of election, town and State, happen to be as they are; why some towns send two and others but one delegate to legislature; why they go sometimes to Hartford and sometimes to New Haven, &c., &c.;—such questions as these are the proper introduction to History, and are surely much more useful, practical and interesting, than to begin, "Who was Ponce de Leon?" and then grind on through France, Spain, and England, with a multitude of hard names and old dates besieging the memory, and perhaps *never* reaching or learning aught of Connecticut.

Recitations in both Geography and History allow the preparation of written exercises with very great advantage. A scholar cannot be weaned too soon from the habit of waiting for a question and then answering just it and no more. Every recitation ought to tend to a development of *language*, as has already been observed. "Tell what you know about the settlement of Connecticut," is a far better question than "When was Connecticut settled?" The former requires a sentence, a long sentence, for an answer; while the latter requires only a date. Few men are able to tell what they know about a subject. Hence the value of school training to attain this valuable art.

#### 4th.—PENMANSHIP AND DRAWING.

1. Exercises in imitative hand-work may precede alphabetic instruction with great profit. Early to observe shapes and relative magnitudes can be trained in no way so well as by encouraging playful drawing.

2. The training to write, and the training to elegant penmanship, are distinct departments. It has been said already, that the alphabet should be learned by the eye, ear and hand, simultaneously. Letters should be copied, nay, words should be written and sentences constructed, long before a child is put through a course of "pot-hooks and trammels."

Just as in language, a distinction was made between the logical and the technical construction, so in writing (which is but a department of language) there is the—(1.) Writing for the sake of the *sense* written; and, (2.) Writing for the sake of the *forms* written. Of these two, the former is more important, though there is no need of either being neglected. Lawyers usually *write*, yet but few lawyers are penmen. Hence:

3. It is claimed that the hours and days spent in *copy-book* writing, if they are intended as the *whole training* to be given in this art, are an almost useless waste of time. If every recitation in school requires a previously written exercise, a little attention to the mechanical execution of each exercise, will do more for the *writing* of the school, than a dozen copy-books to each scholar.

It should be borne in mind, then, that although the copy-book is of value, yet its only value is to teach the best *forms* for letters. To prepare elegant manuscript, elegant letters are but of little importance, compared with even margins, distinct paragraphs, use of capitals, absence of blots, neatness of erasures and interlineations; and in the various writings for business, mere letter-shapes sink into insignificance, if the clerk understands the symmetry of shape, of arrangement, of folding, filing and superscribing all the various papers he must handle—notes, letters, drafts, receipts, orders, bills, accounts, &c.

We never use copies and copy-books for writing after we have left school; why not, then, let school writing be done on letter paper? The best copy-book for any school is a half quire of paper and a cheap port-folio; and the best copy for any scholar is miscellaneous writing, supervised by an intelligent, quick-eyed teacher. Let it be borne in mind that no labor-saving device is intended in any of these suggestions. The true teacher must WORK.

4. Whenever a scholar evinces an aptitude for drawing, instead of forcing him to some unlawful indulgence of it upon his desk, or the school door, or in his school book, where some grotesque caricature stands as testimony of his skill, time and paper and pencil should be allowed; but in most small schools, classes for drawing would be difficult and profitless. Few teachers are competent to superintend them, and still fewer parents would allow the expenditure of time and money necessary for the attainment of any considerable excellence. Maps, machines, problems in arithmetic, illustrations of domestic utensils of value, (as parts of a *common sense education*,) should be drawn frequently. Every teacher should learn to express any shape desired, upon the blackboard; ability to interest and benefit a class is increased thereby full one-third. Weights and measures, shapes described, fields, &c., &c., should frequently

be sketched upon the board, and offered to the school to imitate and excel.

A teacher that cannot use a blackboard to illustrate any thing and every thing, is but half as effective as he might be.

#### 5th.—ARTICULATION AND VOCAL EXERCISES.

1. The division of this subject into two parts, as given in the heading, should be observed also in practical teaching. Many a noisy man fails to "make himself *heard*" as he thinks, when the defect is really one of articulation and not of sound. Vocal or voice, or vowel-training, and consonant articulation, form two distinct branches of instruction and practice.

2. Learned physiological directions are out of place in an ordinary school. To draw a long breath and retain it a long time is good practice for the voice; better still if accompanied with sharp exercise or exertion. Let boys try who can draw a breath, and run farthest without renewing it, &c., &c. Upright position, prominence of chest and square shoulders, every careful teacher will strive to attain for his school, independently of their value in vocal practice.

3. Vowel sounds, exploded and protracted; long messages spoken at a distance; shouting at recess and while going to and from school; imitation of domestic animals, singing, &c.,—all of them given and received, not as *tasks*, but as real buoyant fun—are the best vocal practice attainable—a thousand times better than all the dull reading that was ever invented. Add to these helps, one general rule, that *recitations must always be audible across the room*, and vocal practice will have had its full share of attention.

4. Correct articulation is more difficult to secure; it is so for various reasons. Few teachers are able to articulate with clearness and precision themselves; all a scholar's out-of-school practice tends to promote carelessness, and fix permanently faulty habits; exercises designed to promote elegance in this art are full and mechanical, requiring wearisome labor on the part of both teacher and class. These and many similar considerations have virtually expelled from our schools all practice in this art.

Unless an interest on the part of the learner can be excited in this pursuit, of course it should be omitted in school. We should adhere to our principles and excite an appetite ere we offer food.

1. Place two scholars at extremes of the room, or, better yet, two or three rods apart in the open air, and require one to dictate, if he can, so that the other may write, *detached* words, such as *maim, name, bed, dead, shoe, should, decrease, decrees, pot, blast, weather, whether, &c., &c.*; indeed, any simple



word without any context from which to guess the sound meant, will be found, nine times in ten, utterly incommunicable from scholar to scholar. Now let the teacher show that such words *can* be enunciated so as to be never mistaken. Show that loud speaking is not so valuable as distinct speaking. It will be found that the practised teacher can *whisper* a single word, so as to be understood at a greater distance, than any scholar can overcome by the loudest shout. To shout "*me*," "*knee*," irregularly interchanging them, and yet be clearly understood at a distance of twenty rods, is more than any, save the most highly practised elocutionist, can do. Let this inability of both teacher and scholar be made obvious in every possible way. Devise games, and set the scholars to finding hard words, and in the pleasant, irregular way, much may be done.

2. Orthoëpic spelling calls attention to sounds, and trains the ear, though as a practice to the organs of speech it is of but little value. By orthoëpic spelling is meant, spelling a word, and then returning to describe the sound of each letter or group in the word, according to the pronouncing key in the spelling book or dictionary. Thus:

"H-e-a-r (har) t-y (ti.) A dissyllable. Accent on the first syllable. *H* is a breathing having no vocal sound (let the breath be given here); in this word it becomes vocal by taking the vowel *a*, and we have *ha*. *E* is silent. *A* has the Italian or open sound. *R* is almost silent when it ends a syllable; here it has a trill. *T*, &c., &c. It would certainly sound strangely to hear such talk as this in one of our district schools, from either scholar or teacher. Nevertheless it is *true* talk, and may be made interesting and profitable.

3. Whispering classes, whose peculiarity it shall be to recite in a whisper, and yet be understood across the room, will be found to train articulation very rapidly. The interest in them is soon exhausted; their charm lies in their novelty; hence they should be used sparingly.

4. Union exercises, made as one voice by "beating time" with the hand, and articulating at every second beat.

5. Care that the practice and instructions of these exercises be not annulled by neglect of speech everywhere else. All the school should be trained as critics of the speech of all the school all the time, and the ear of a teacher should be so trained as never to allow an error in speech to pass uncorrected.

#### 6th.—DISCIPLINE; *Order of Exercises, Rolls, School Government.*

1. The difference between a truly professional teacher, and one who simply has *knowledge* enough to teach, lies mainly in the fact, that the former has a *system*, and knows each moment

what his great purposes are, and is able to say at any time just what he expects in the future as to the nature of his own daily labors ; while the latter lives "from hand to mouth," unable to plan a scheme, and perchance unable to execute one if devised for him. They differ, just as a Liverpool-packet master differs from Columbus ; the first starts from New York to make Liverpool and no other port. The latter set sail and kept sailing "to see what he could see." Undoubtedly Columbus was the greater man, yet passengers would usually prefer a voyage with our modern packet-master.

*Every teacher should have a system.* A faulty system is better than none at all.

2. No headway can be made without classes, definite and regular ; without an order of daily exercise ; without precision of time and class changes ; without connection between successive exercises of the same class ; without accurate rolls ; and without parental acquaintance and coöperation, or at least approval.

Classes are usually too numerous and too small. Schools such as are found in this State, rarely require more than four, or, at most, five classes. Each class can profitably enjoy but four recitations ; and many of these, as writing, geography, and ALL memory recitations, may be held, uniting two or more classes.

True, discontent will arise in all our irregular schools at such a step as economical classification. This discontent the teacher must endure for a time ; it will very soon pass away. Varieties of text-books is an evil which seems larger than it really is ; a thorough teacher will be above text-books, and so, independent of them. But this evil can be, by a faithful and *prudent* teacher, much lessened, if not altogether removed.

The roll-book ought to show—1. Attendance ; 2. Punctuality ; 3. Conduct ; 4. Character of each Recitation.

It will be found that three grades of recitation are as many as can be distinctly discriminated, viz. : excellent, (worthy of praise,) good or tolerable, (such as the mass of scholars are wont to give,) bad, (implying culpable neglect or idleness on the part of the scholar.) The same grades are available for the recording of conduct. Any notation may be used ; it is recommended, however, that *good* or *tolerable* be always denoted by the *absence* of any mark, as, in this way, time and manual labor are economized.

The roll-book should be of such form as will allow a monthly abstract from it to be easily made, to be sent to the parents of each scholar.

The *faithful* teacher, will, next to the Bible, study the roll-book of his school. In it, if properly kept, he may read his past history, his present success, and the grounds for labor and hope in the future. The roll-book is the central wheel of the

school machine ; the teacher is, indeed, the soul, but without a well-kept roll, he is a wandering, uneasy soul, bodiless and confused.

System, order, regularity, and intelligent teaching in a school will cause a teacher to forget the bug-bear government ; a well *taught* school needs no government. The Institute wisely devoted little time to *talk* about school-government ; nothing can be more profitless. If we can "*educate*" (see introductory principles,) we can govern, and never know that we are doing so.

Instead of any suggestions which might with interest be introduced here, it seems better to leave the subject abruptly, referring the teacher to a treatise, which says all that can or need be said upon the subject—"The New Testament of our Lord and Saviour Jesus Christ"—a guidance surely as safe as it is complete.

#### 7th.—MUTUAL RELATION OF PARTIES INTERESTED IN A SCHOOL.

The attention of the Institute was at various times drawn to this subject. Except one brief half hour, no time was allotted to its exclusive consideration.

It is, no doubt, true that each of the five parties, parents, teachers, scholars, school-officers, and the public, have their own *peculiar* duties. Yet little that is valuable will be accomplished, if either one of these five parties sets itself up to criticise or condemn the others. As a caution and an injunction appropriate to all five, it may briefly be said :

Beware of fault-finding ; it is very easy to detect fault ! Be industrious, laborious ; the school needs us *all*.

The following is a brief outline of the duties of these five parties, respectively.

Parents—To sustain the responsibility, and *they alone*, of securing the welfare and education of childhood. Reward and punishment is in their hands. Supervision of a child's habits, neatness, punctuality, &c.—honesty, manliness, &c.—religion, politics, &c.—in short, the *entire* responsibility for childhood's welfare, has been laid by the Creator upon the parents of the child.

Teachers—to accept temporarily such a share of the duties that primarily devolve upon parents, as can be more conveniently and thoroughly discharged by a school, than by a family organization. Intellectual exercise, access of information, social training, require a kind of supervision which parents cannot readily exercise. But the teacher is, or ought to be, if parents were faithful, only auxiliary, and never principal in the estimation of childhood.

Scholars—To render, during the years of their dependence, a willing, intelligent, and entire obedience to the wishes of parents and of teachers, *so far as they express the parental will truly*; to practise those virtues enjoined upon them by superior wisdom and experience, always trusting willingly the guidance of those who merit such confidence.

School Officers—To oversee the building, premises and finances of the school; to protect, sustain and defend the character of both teachers and scholars, as long as they are members of school; to educate and care for the community in all school matters; to *observe* and *advise* with a teacher as to the interior management of the school, in no case interfering with a teacher's labors, nor attempting to practise teachership in school themselves, unless requested to by the teacher himself.

Public in general—To bear the expense of schools; (the school fund *by itself* never did, and never will sustain a decent school any considerable time;) to attend school meetings and insist upon knowing from officers what has been done; to avoid gossiping rumors and tale bearing; to encourage weary teachers by giving them good homes, honorable rank, and suitable compensation; to vote intelligently in such a way as will ensure success to every general State movement in behalf of schools and teachers.

From these general outlines, which have been sketched with little regard to accuracy of phrase, several important specifications of duty should be inferred.

Parents *as they are*, and parents *as they should be*, are very distinct classes,—as widely different as are ordinary teachers and truly professional teachers. There is many an orphan whose parents are living. Hence, oftentimes the teacher must act both as parent and as teacher; and in such cases parental responsibility actually rests upon the teacher. Too often may teachers be heard saying, "He's got such a father that there's no use in trying to do any thing for him at school;" far better were it to say, "He has no good at home, I *must* do something for him at school;" for a teacher is not sent for them that are whole and need no teacher, but for them that are sick.

If a child has intelligent, faithful parents, expulsion may be often *expedient*; but for the neglected and the poor, for the child of the outcast, the school is the only home; ye shall not banish him thence.

It is a part of a teacher's duty to educate parents to *their* duty; and it is part of a parent's duty to educate teachers to *their* duty; a quarrel *always* implies culpability on both sides. Let the stronger bear the burdens of the weaker, for there is load enough to burden all.

If parents stand for rights, and teachers stand for law, and



school officers stand for form and ceremony, each party running his fence to keep out intrusion, and standing watchfully to convict his co-laborer of neglect, there will surely cause enough be found for contention. If after a contention has begun between teacher and parent, or teacher and committee, the teacher talks about *rights*, and sets up to assert them, it is easy to discern the end of all such *unprofessional* acts. A teacher's strength and panacea for all evils, in and out of school, is self-sacrificing industry. If parents are impertinent and unreasonable, labor for their children, give way, give way, give up! but strive to *educate* the child, and soon the breach shall be healed scarless. If officers are meddlesome, officious, and wilful, made so by the little brief authority the law has given them, bear with their presence, raise no remonstrance, pursue your *systematized* course silently, laboriously; strive night and day for a good school, and committee-men will be soon forgotten.

That which is urged thus upon teachers when evils surround them, is equally true as the remedy when committees and parents find themselves associated with incompetent or unreasonable teachers. The principle is simply this: that nine times in ten, if a fault-finder will cease from complaining, and *do* the neglected duty of his negligent neighbor, he will save time, reprove and reform his neighbor, and, better than all, cause no wear and tear of conscience or sacrifice of right.

Hard workers may have difficulties in their hours of *idleness*; fortunately, the *faithful* teacher can have no *idle* hours.

Reward and punishment ought to be in the parent's hand, even when their ground is school conduct; for thus the scholar learns that teacher and parent are but continuations each of the other. School is helped by home, and home is helped by school; but if parents will not assume this duty thankfully, then of course it devolves upon the teacher.

Punctuality and extra school virtues belong to the parent's sphere; but if parents neglect, teachers must assume their culture. Thus as to all the parties whose welfare is affected by a school, though there *are* peculiar duties resting upon each party, yet it is equally the duty of all to make up for the incompetency or idleness of any one, for the *school* is what we labor for, not our own rights or will or character.

There are few teachers who have really studied their profession, but such rarely find difficulty in their relations to society or the school; they are usually, as they ought to be, virtually independent.

#### 8th.—SELECTION OF STUDIES, BOOKS, ETC.

A prominent fault of our schools is, their desire to teach a smattering of every thing; a love of large books, and a seek-

ing after novelty. In Litchfield County scholars may be heard stammering learnedly about the "traction of gravity," "the belts of Jupiter," and the "spinal cord," who cannot read the Bible well or even fluently. Algebra is often coveted; geometry is well admired; English history craved. Large reading books are found in the hands of A-B-C graduates, and critical grammars are swallowed down whole by scholars and teachers, without thought and without after digestion.

There is not a school in the county that cannot be benefited, and intensely interested, too, by lessons drawn from our most elementary school books. Let the Algebras, Astronomies, Geometries, Physiologies, and all large school books, go. A Dictionary, Arithmetic, Grammar, U. S. History, Geography and Atlas, Slate, Paper, Pencils and Pens, will be found to be more than the schools can thoroughly use and master.

Avoid a big, learned book, and beware of all book agents, is safe counsel to every teacher. Seek for elegant elementary books, labor to secure thorough elementary instruction, encourage every teacher who keeps "putting the classes back," is safe counsel to parents and school officers.

In assigning studies to scholars, the teacher ought to be able to act intelligently and with independence. A mere wish on the part of a parent, unstudied, and therefore as likely to be foolish as wise, should not bind a teacher; though equally it should not be *rudely* disregarded. The organization and employment of classes is a duty that belongs to a teacher exclusively. Too many teachers are incompetent to assume this high responsibility; yet surely not *as* incompetent as most school officers and careless parents.

Still less, then, should a teacher be guided in assigning studies to scholars, by the mere whim or wish of a school boy or girl. When physicians are wont to inquire, upon entering a sick room, "*What shall I prescribe for you to-day?*" it will then be time for a teacher to ask a scholar, "What are you going to study?"

What does this scholar *need* to study? where lies his darkest ignorance? are the questions which a teacher must learn to ask, and then to answer. "I've been through the arithmetic three times" is a fact of little value for the guidance of a teacher. "How much do you know?" calls for quite a different answer. And when a teacher has learned to examine well, and ascertain a scholar's real want, he will rapidly come down from all fancy studies, and find labor enough to be done in the very lowest walks of instruction.

#### 9th.—SUMMARY AND CONCLUSION.

In what has been said, much is taken for granted, which, very possibly, may be disproved by cool reflection and actual experiment.

The sum of all that has been advanced seems in brief to be, (1.) There are truths which should lie at the foundation of all properly educational effort. (2.) The present state of things in most of our schools does not conform to *any* intelligible system. (3.) Instruction and school organization may be made systematic by any teacher that will study and labor to accomplish it. (4.) A union of parental and school influence is indispensably necessary for real progress and success. (5.) School officers and the public have a *living*, not a soulless, mechanical duty to discharge, in behalf of our common schools.

Sufficient illustration has been given to show the feasibility of putting in practice many of the suggestions made, but not enough to serve as a "recipe book," by following which a good school may be compounded.

One conclusion may certainly be drawn, if no more. *Teaching* is an art and a profession, as worthy of study and ambition to attain excellence in it, as any pursuit in which man can engage.

The sentiments advanced will prove almost revolutionary, if applied suddenly and in all their breadth of application, to our schools as they now are. Even if they *all* commend themselves to the teacher's approbation, still no prudent man would dream of attempting reform upon all points at once. The discreet teacher will learn how to teach, by taking one subject at a time and bending his whole power to place it upon a proper footing in his school. Select, as most important, the teaching which A-B-C scholars require. Let this be perfected. Let the evidence of success be, that for a week and more, the smallest scholar in school has shown himself industrious, cheerful, and happy; that all the dull drive of discipline has ceased for them, and that they are as contented at school as little children always seem at play.

Having gained one point of professional skill, the next will be found more attainable. But above all things let it be borne in mind, that it is far more difficult to *teach* very young classes, than it is to "superintend the studies" of a college class; let our first efforts be directed to exceedingly elementary instruction. The want of this is *THE* deficiency in our schools as they now are.

The real district school teacher should be willing and able to act as a missionary—a pioneer in the cause of popular education. New school-houses, ventilated rooms, perfect desks, scrapers, mats and dressing rooms, are not to be despised, as accessories to a good school. Yet an elm tree, with a true, full-hearted teacher beneath it, will be a better school, than any mere money-earning drudge can make, even though he has a palace for his accommodation.

A teacher must in these days work without reward, unless he can realize that wealth which money can never measure; a cheerful, contented spirit, as the reward of an unselfish life. Ye cannot serve school and your own pockets.

In concluding this outline of views which were presented to the Institute, it seems proper to express the keen enjoyment which the writer experienced in presenting them; the pleasure with which he has now complied with the unexpected request of the teachers, to prepare a sketch for reference and preservation; and the earnest desire which he entertains for the advancement of popular education—not by money, nor by show and public festivities, but by Christian zeal on the part of teachers determined to learn to teach, and by awakened effort on the part of parents and citizens, to really and truly educate ALL.

EXTRACTS FROM THE AUDITOR'S REPORT OF EXPENDITURES OF THE CITY OF BOSTON, 1850-51.—“Our Schools and School Houses have claimed, and received as usual, a large share of our annual taxes. Four new Primary School Houses have been built this year, and several of the Primary and Grammar School Houses have been enlarged and improved. The expenditure on School Houses alone has exceeded \$81,000; this amount and the ordinary current expenses of the Schools, have required an outlay during the year of nearly \$326,000. There are now in operation one English High,—one Latin—28 grammar and Writing, and 188 Primary and Intermediate Schools,—employing 371 masters and assistants, and giving instruction to about 22,000 pupils.”

“The New Jail is now so nearly completed that it is calculated that it may be occupied in August. It was commenced in the year 1849. Its length is 269 feet, breadth 173, and it covers an area of 19,600 feet. It is constructed of Quincy Granite, and besides the Dwelling House for the Keeper, it has Cells and other conveniencies for accommodating and maintaining, separately, 220 prisoners. The enclosure contains an area of 143,332 feet. The plan of the building admits of its extension, when needed, without disturbing the general arrangements for convenience, supervision, &c. The whole cost thus far has been \$462,689,—and when finished it will be within the sum of \$500,000.”

[The Jail is a splendid specimen of architecture. There is nothing for the schools to be compared with it. By dividing the cost, \$500,000, by 220, the number of prisoners it is designed to accommodate, it will be found that the cost per prisoner is \$2,272.72, while in the most costly buildings for school, the cost of accommodations does not exceed \$75 per scholar. Ed.]



MESSRS. EDITORS. — I noticed in the last number of "The Teacher," an article entitled, "A Method of Teaching Spelling." I have for some time past, pursued a course somewhat similar, and as it may be more readily applied to a class of pupils younger than those to whom I judge you refer, I take the liberty of suggesting it. Let the class be equally divided, and while those of one division take their places at the board, those of the other remain in their seats, provided with the Speller, or some other book from which the lesson has been assigned. The word is then distinctly pronounced by the teacher, and while those at the boards write, those in their seats pronounce and analyze, (*spell phonetically*), great care being taken that each sound is correctly and distinctly given by every pupil. The teacher may then give the meaning of the word, or call upon some one of the pupils to do so, and if those at the boards are not then ready for another word, he may require a sentence *containing* the word; but after a little practice, it will be found that the writing and analyzing will occupy very nearly an equal portion of time. After all the words contained in the lesson assigned, have been written, at a given signal, the writers sign their names to their work, and return to their seats.

The portion of the class that have been occupied in analyzing then pass to the boards and examine the words, checking those they find incorrectly spelled. When the whole list has been carefully examined, the critics make report in the following manner:—M——'s words; two errors. Foreshadow is spelled For-shad-ow. It *should* be Fore-shad-ow. Grateful is spelled, Grate-full; it should be Grate-ful. The writers are required to commence each word with a capital letter, to place a period after each word, and, after some practice in writing, to syllabicate. All carelessness with regard to the above points are noticed by the reporter. Two, three, or four misspelled words may, at the option of the teacher, be considered a failure, and treated accordingly. I find this method of conducting the exercise excites the pupil to a careful preparation of the lesson; and I have known instances where proverbially careless pupils have practised writing the lesson before the time of recitation, that they might be able to write it neatly and in a praiseworthy manner, when called to the board.

By this method, it behoves *every pupil* to prepare every word, as an error in *reporting* is accounted the same as an error in *spelling*.

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It has been noticed that some parents are very grateful to the teacher for what he has done for their children while they have others remaining in the school, or expecting to enter.

## ESSEX COUNTY TEACHERS' ASSOCIATION.

THE twenty-second annual meeting of the Essex County Teachers' Association was held at South Danvers on Friday and Saturday, October 17th and 18th. The meeting was called to order by the President, Jacob Batchelder, Jr., of Lynn. Rev. Mr. Butler, of South Danvers, addressed the throne of grace. A large number of teachers and friends of education were present.

A lecture was delivered at half past ten o'clock on Friday morning by Christopher A. Greene, of Dorchester, on the various methods of teaching spelling. Mr. Greene spoke of oral spelling in contrast with written; formerly, there had been nothing taught but oral spelling, which had but little to recommend it. This had been succeeded by written spelling, which, being more practical, was fast producing good spellers. Phonography was discussed and pronounced to be impracticable, and not likely to become universal. Pupils should learn to spell from habit, and not depend upon rules or memory. The lecturer described his method of teaching spelling. He had the pupils analyze words in Worcester's Dictionary with him, after which they prepared to spell them by transcribing—thus fixing their forms in the mind,—and finally they were required to write them from dictation in blank books kept for that purpose,—after which each pupil compared his words with the correct spelling as the teacher wrote the words on the board. As pupils become more advanced they require less attention. He had found that children would learn to spell in this way all the words in Worcester's Dictionary in about four years.

The lecture was discussed by Rev. Mr. Harrington of Lawrence, Messrs. Northend of Salem, Wells and Brickett of Newburyport, Baker of Gloucester, and Greenleaf of Bradford. Mr. Northend did not quite agree with the lecturer, that the longer people spelled who learned to spell orally, the worse spellers they became. He had a hundred letters from the gentleman on his left, (Mr. Greenleaf,) and he doubted if a word could be found in one that was not rightly spelled. Mr. Greenleaf would not think it well to test his spelling in that way, but he did believe spelling was getting worse and worse,—he thought the *nonsense column* should be studied—he had learned his spelling from them, and he had now whole pages of Webster's old spelling book in his mind. Mr. Wells hoped the impression would not be made by the lecture that oral spelling should be dispensed with entirely—there were many too young to write, who might be learning to spell. The subjects of phonography and pronunciation were also discussed by *the same and other gentlemen*.

At 2 o'clock, P. M., a lecture was delivered by Dr. James W. Stone, of Boston, on the subject of Phonetics. Four of the children from the Boston Phonetic School were present and illustrated the subject practically. These children were of the ages of  $5\frac{3}{4}$ ,  $6\frac{1}{2}$ ,  $7\frac{1}{2}$  and  $7\frac{3}{4}$  years, respectively; they had been one year under phonetic instruction, and eight months of the time they had read in the Romanic print, no one of them having spelled in it before the first of last January.

The children were examined in reading and spelling, in which they displayed remarkable facility, considering their age and the time they had devoted to these branches; their enunciation was especially good.

The Doctor said that the reason these children were so proficient was that they had been taught by a system that tells no falsehoods, that does not mislead the child by having a variety of sounds for the same character, or a variety of modes for representing the same sound. In the common system, for instance, the sound of *a* has thirty-four representatives; *aigh* in *straight*, *ai* in *vain*, *ay* in *bay*, *ea* in *great*, *igh* in *weigh*, *ey* in *they*, &c., &c. Of the six thousand words in our language, only sixty were spelled according to the name sound of their letters. A great number of words were given by the audience, all of which the lecturer showed could be pronounced differently by giving other sounds represented by the same letters, in other words; for instance, *cat*, with the soft sound of *c* and the long sound of *a*, becomes *sate*. The great advantage of phonetics consists in having a character to represent each sound, and in having the same sound uniformly represented by the same character; by this means the child is required only to learn the sounds and their representative letters, in order to be able to spell any word he may hear pronounced. The Roman print was never adapted to the English language.

Dr. Stone gave the history of Phonetics, and a statement of its present position. It had driven stenography from the Senate chamber at Washington, and all but a single member had testified to its superiority. The Massachusetts Committee on Education had given a favorable opinion of it, and recommended its introduction in the public schools of the State. It had been introduced into several of the public and private schools of Boston. The testimony of literary men was adduced as evidence, that by this system provincialisms would be avoided, and that it would in no way obscure the derivations of words. Dr. Stone alluded to a statement made by the lecturer of the morning, that the phonetic system would prevent changes in the pronunciation of words. This he deemed no objection, and assumed that changes were not desirable,—that a fixed pronunciation was preferable. To show how deficient children are in spelling

by the common system, he referred to a letter from Mr. Sherwin, of Boston, in which he stated that of the thirty-six pupils presented for admission to the High School, only eleven had spelled one half of the trial words correctly.

After the lecture, the children were exercised in analyzing and spelling words, given out indiscriminately by the audience. Then followed a spirited discussion, in which Messrs. Wells, Cowles, Greenleaf, and the lecturer, took part. Mr. Greenleaf had come an opponent, he should go away an advocate. Mr. Wells proposed several questions, which were answered by the lecturer. Mr. Cowles said that the lecturer had based his arguments principally on, 1st. Example; 2d. The difficulties of the Romanic system; and 3d. The testimony of distinguished men. The first he deemed unfair;—these children were very intelligent, they were brought forward under the most favorable circumstances, and had been drilled to a particular end—he had learned the Romanic system, and had found it very useful, nor did he recollect to have had such difficulties as were stated to be in the way of its acquisition;—he would like to inquire how the child is to learn to pronounce the words ending in *ough* by first learning phonetics, in any other way than just as he does now; though it is stated that the system is to be employed to facilitate the acquisition of the common system. As to the argument drawn from the opinion of *great men*, it made little difference to him what they might think.

To these objections, Dr. Stone replied, that though the children were not the poorest that could have been selected, yet he was not aware of their being above the average intelligence of children of their age—he thought the school just formed at Chelsea, would exhibit much greater progress, with the same attention; the Boston school had labored under serious disadvantages, from want of facilities, and, moreover, the children had been sick for a portion of the time since it was formed. Their progress was creditable to the system, and only to that. One reason that they read so well in the Roman print, was, that they acquired such facility in reading from the phonetic books, that they loved reading for the information they obtained by it, and from a love of information they were induced to reach it through the Roman print. They were not behind other children in the other branches of school instruction, but probably in advance; the little time required to learn to read by the phonetic system, left them more time for the study of other branches. The phonetic system taught with such definiteness, that when the child met a combination, he had at least an approximate idea of its pronunciation. He was well aware that the gentleman who had objected to his "great names," would not be influenced by such an argument, but a majority of persons would be influenced by it.



The Report on School Supervision was postponed to Saturday morning, and the Association adjourned.

*Evening Session.*—At 7½ P. M., the Association was addressed by Gen. H. K. Oliver, of Lawrence, in a most impressive and happy manner, upon the teacher's manners and morals. As this lecture is soon to be published, we forbear to attempt an abstract of it ;—we commend it to all teachers as a most instructive and irresistible appeal. It was delivered in the Second Congregational Church, to a large and attentive audience.

Saturday morning, October 18th. At half past eight, A. M., the Association met for the choice of officers ; the following Board was elected.

Jacob Batchelder, Jr., Lynn, *President*.

John Batchelder, Lynn, *Vice President*.

Geo. A. Walton, Lawrence, *Recording Secretary*.

M. P. Case, Newburyport, *Corresponding Secretary*.

S. W. King, Lynn, *Treasurer*.

Thomas Baker, Gloucester,

John Price, Manchester,

W. K. Vaill, Salem,

E. G. French, Newburyport,

A. Cogswell, Ipswich,

J. V. Smiley, Haverhill,

} *Counsellors.*

The proposed amendment of the Constitution was discussed by Messrs. John Batchelder, Galloup, Fairfield, Wells, and others, and carried by a majority of three ; accordingly the semiannual meetings will be held on the Friday and Saturday succeeding the annual Fast.

The Report of the Committee on School Supervision was read by their Chairman, Charles Northend, of Salem. In this report, the importance of proper school supervision was set forth, and the requisite traits which should mark the character of a superintendent. He should have good common sense, varied knowledge, and a sympathizing heart—he should not be deeply immersed in other business ;—the clergyman's parochial duties claim his attention, lawyers and doctors are subject to many interruptions, and merchants, farmers and others cannot give much time to the subject. To a man who is a do-nothing there are very strong objections. It was recommended that in each town, three, five or more be elected as a school committee, which committee should at once appoint a salaried agent, whose duties should be to supervise the several schools, to meet the teachers and parents, to adjust difficulties, to contract for repairs, to advise with the school committee, and to make annual and other reports of his transactions.

A discussion followed the reading of the report—some objecting to superintendents on the ground that too much power

would thus be vested in one man, who might become tyrannical ; Mr. Northend answered the objection by saying that the committee could easily remove improper persons. Providence and Gloucester were cited to show the beneficial results of such supervision. A letter from Mr. Calhoun, of Springfield, on the subject, was read. After the discussion, in which Messrs. Carlton, Vaill, and Northend, of Salem, Wells and Brackett of Newburyport, and Chute of Ipswich, took part, when the matter was referred to a special committee consisting of Messrs. Wells, French, and Case, of Newburyport, with instructions to report at the next meeting.

At 10 o'clock A. M., D. P. Colburn, of Dedham, addressed the Association on the subject of Arithmetic. He spoke of the estimation in which this study was held by parents, teachers, and pupils. Years are devoted to the study, and yet merchants and practical men often assert that all they learned in the school profited them much less than a few months' experience in the counting room. The reason for this is that the elementary training is neglected, the child is hurried on without being well grounded in first principles, and large numbers are presented to the child before he can comprehend the smaller ones in all their relations. In the elements we find all that is necessary for perfecting one in arithmetic ;—what follows on, but different forms of applying these elements. Teachers themselves should understand the system we use. The decimal system is a strong basis, but he believed after the pupil had been well drilled in the primary arithmetic he could lead them more readily to understand numeration by employing some other number as a basis than ten. The secret of true teaching is to lead the child on step by step till he meets a difficulty, and then to teach him thoroughly to overcome it. Mr. C. gave here some illustrations on the black-board of the way numeration might be taught with other than a decimal basis. Children are not properly taught numeration in the commencement,—they are taught to say one, two, three, &c., up to ten, and the parent says he can count ten ; but very likely the child has no correct idea of number, and would not be able to count you out ten things from a number of things. Mr. C. then showed how he would employ sensible things in teaching. Children could propose practical questions to the class. Thoroughness required that the number one should be presented and comprehended in all possible ways before even two be taken up, and the skill acquired in the use of *one* will assist to a comprehension of *two*. When *two* is presented, a great variety of questions should be asked, to assist in the perfect understanding of the new number, as, How many are 1 and 1 ? How many shall I have left, if from these two books one book be taken away ? &c After the lecture the following resolution was unanimously adopted.

*Resolved*, That the thanks of this Association be presented to the several lecturers who have addressed us during our meetings ; to the reporters who have noticed the proceedings of the Association ; to Dr. Wheatland, Secretary of the Essex Institute, for his polite invitation to the members to visit the rooms of the Institute ; to those editors and proprietors of newspapers who have given gratuitous notice of our meeting ; to the proprietors of the Eastern, Essex and South Reading Branch Railroads, for special accommodations ; to the Committee of the Second Congregational Society in this place, for the use of their church, and to the citizens of Danvers generally, for hospitalities so generously extended to the members of the Association.

At 12 o'clock, after having sung Old Hundred, the Association adjourned.

The next meeting will probably be held at Newburyport.

GEORGE A. WALTON, *Recording Secretary*.  
Lawrence, Oct. 22, 1851.

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SCHOOL STATISTICS—STATE OF MAINE. The population in 1850 was 583,235 ; the number of polls, 105,539 ; the valuation, \$100,162,083 ; and the per cent. of school money raised by tax, .0027, or 2.7 mills on a dollar. The number of districts is 3,948 ; the number of male teachers, 2,706 ; female teachers, 3,921. The average wages of male teachers per month, exclusive of board, is \$16.66 ; the average wages of female teachers per week, exclusive of board, is \$1.48. The average length of schools is 18.8 weeks ; 152 schools have been suspended during the year in consequence of the incompetency of teachers. Of the 3,608 school-houses, 1,596 are represented as good, and 2,012, bad. The number of school-houses built last year is 120. The whole number of scholars is 230,274, and the mean average attendance of the summer and winter terms is 103,794, being 45 per cent. of the whole number of children between 4 and 21 years of age. The whole amount of money raised by tax for the support of schools is \$264,351.17.

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It is an authentic anecdote of the late Dr. Nathaniel Bowditch, that when, at the age of twenty-one years, he sailed on an East Indian voyage, he took pains to instruct the crew of the ship in the art of navigation. Every sailor on board during that voyage, became afterwards a captain of a ship. Such are the natural consequences of associating with a man whose mind is intent upon useful knowledge, and whose actions are born of benevolence.

**RIGHTS OF SCHOOLMASTERS IN CORRECTING PUPILS.**—In the Supreme Judicial Court, now holding at Cambridge, the case of *Commonwealth vs. Kimball*, a school teacher in Framingham, for assault on a pupil, came up on exceptions to the instructions given the jury in the lower Court, as to the right of a teacher to punish a scholar corporeally. Chief Justice Shaw settled the instructions to have been correct. They were as follows:

“That if the defendant inflicted blows to enforce discipline, the presumption was that he did it in the due and proper execution of his duty, that he was put in the place of the parent, and he might inflict moderate and responsible punishment for any violation of a rule of the school, and if the pupil had violated a rule, and if for this the defendant had inflicted punishment according to his own judgment, and it was not excessive and unreasonable, he would not be liable; but if, on the contrary, they should be satisfied that the punishment inflicted was unreasonable and excessive, and the pupil was thereby injured, the defendant would be liable, although the injury so sustained was not a lasting one.”

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#### EXAMINATION.

A school mistress presented herself before the superintending school committee of one of our country towns, for the purpose of being examined in the branches of education necessary to teach the young idea to shoot; when the following dialogue took place:

Gents, I have come to get my certificate of my qualification to keep school in this town.

Mr. Well, I have a few questions to ask; (with dignity,) How old are you?

Eighteen, sir.

Mr. How much do you weigh?

One hundred and fifty.

Mr. How many cows does your father keep?

Nine, sir.

Mr. Ain't you a cousin to Harriet Felton?

I am not acquainted with her.

Mr. Think you can lick Sam Jones's Bill? he's an awful bad boy.

Yes, sir, I think I can, if it is necessary.

Mr. Well, I guess you'll pass, and if you have any trouble in flogging Bill Jones, send for me.—*Anon.*



## A WORD FOR OURSELVES.

IN the closing number of this volume of the Teacher, it seems appropriate to take a slight retrospect of the past, in order that we may the more justly estimate our grounds of hope for the future. So far as the writer's knowledge extends, this is the only educational journal in our country, conducted and sustained wholly by a association of teachers. This circumstance is in itself a recommendation, inasmuch as it serves as an incitement to the teacher to make known his views and modes of instruction and discipline, this work affording the most appropriate medium through which those views and modes can be discussed.

Many things which in theory appear beautiful and promise great results, are found, in practice, to be wholly inapplicable or entirely inefficacious. We would render all the youth of our land, highly intelligent and thoroughly virtuous; we would guide them to the surest paths of usefulness and happiness in this life, with the hope that these would lead to never-ending happiness in the life to come. Could we work upon the intellect and heart with the same certainty that we work upon brute matter, we should be sure of our purpose. But the diversities of human character and human capabilities are indefinitely more various than the tints which beautify and distinguish the works of nature. Hence in education, no particular plan, however faithfully pursued, will be attended with universal success. The science of education, like that of medicine, must, in a great degree, be founded upon experience. We must know, therefore, what measures others have tried, and what degree of success has attended their efforts, if we would be assured of the correctness of our own course, or if, realizing its defects, we would seek, with any degree of confidence, an efficacious remedy. We want, in short, the results of experience, and these must be almost entirely furnished by the practical teacher.

In supplying these lessons of experience, we trust that the Massachusetts Teacher has done some service. Diverse and conflicting views have been advocated with a spirit of amity and an honest desire to arrive at the truth. Nevertheless we hear the call for more practical matter. The inexperienced teacher wants to know, not so much what is to be done, as the surest means by which the work can be accomplished. It is hoped that in future this demand will be more fully supplied. Let writers tell us how they teach, by what motives they stimulate their pupils to healthy, vigorous intellectual exertion, to the observance of the laws of health, submission to necessary and salutary government, to good manners, to purity of thought, and strictly moral conduct. Let them tell us of their success and

their failures, that thus they may set up beacon lights for the guidance of others.

We would bespeak for the journal a more extended patronage. This we would do, not because it has not received fair encouragement and support, for in this respect it has fully equalled any reasonable expectations, but in order that it may fill a wider sphere of usefulness, that it may elicit the thoughts and embody the experience of a greater number of instructors. Some may think that they are too wise to learn, that their own modes of teaching and governing are the best, and admit of no improvement. If their estimate is just, they are peculiarly fit to guide efforts of others; they are the teachers whose communications can do the most good, and to whom the inexperienced and less successful may rightfully look for aid. Nor let the timid and those seeking for light fail, through diffidence, to add to the pages of this work. True, each editor has the entire control of his own number, and may adopt or reject any communication addressed to him; but it is believed that each will exercise a fraternal courtesy, and admit any thing, which, in his opinion, will promote the great cause of education. There are many objects which deserve support and encouragement, on account of the general good that will probably result from them, and among these, education stands preëminent. To the friends of humanity, whether teachers, school committees, or parents, we trust that our appeal will not be in vain.

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WHAT IS THE SECRET OF SUCCESS?—Hear Henry Clay answer the question. In a speech at the National Law School, at Ballston Spa, he said: "Constant, persevering application will accomplish everything. To this quality, if I may be allowed to speak of myself, more than to anything else, do I owe the little success which I have attained. Left in early life to work my own way alone, without friends or pecuniary resources, and with no other than a common education, I saw that the pathway before was long, steep and rugged, and that the height upon which I had ventured to fix the eye of my ambition, could be reached only by toil the most severe, and a purpose the most indomitable. But shrinking from no labor, disheartened by no obstacles, I struggled on. No opportunity, which the most watchful vigilance could secure, to exercise my power, was permitted to pass by unimproved."

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Mr. Wheeler of Worcester, to whom the editorial care of the present number of the Teacher belonged, not being able to attend to that duty in consequence of protracted illness, the copy has been furnished by the Resident Editors.

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